

LENOIR-RHYNE UNIVERSITY

MASTER OF SCIENCE IN PHYSICIAN ASSISTANT STUDIES GENERAL PROGRAM INFORMATION

Lenoir-Rhyne University's Master of Science in Physician Assistant Studies Program prepares highly qualified physician assistants from diverse faith, geographic, socioeconomic and cultural backgrounds to become competent and compassionate health care professionals, providing quality healthcare to diverse populations—particularly in medically underserved areas locally, nationally and internationally.

The program provides a comprehensive competency and evidence-based approach to medical education at the professional graduate level with an ongoing commitment to academic excellence. It furnishes a thorough foundation in patient-focused health care delivery emphasizing the values of compassionate, humanistic health care.

The 110-credit hour program is an intense 27-month, year-round cohort experience that includes a 15-month didactic phase (68 hours) and a 12-month clinical learning phase (42 hours). A new cohort of up to 48 students begins each January. In the clinical phase, students complete rotations at a variety of outpatient and/or inpatient clinical sites in areas such as family/primary care, internal medicine, psychiatry/behavioral medicine, pediatrics, obstetrics and gynecology/women's health, and emergency medicine. There are seven mandatory clinical rotations and one elective clinical rotation. Students will be expected to develop core competencies in the following areas: medical knowledge, interpersonal & communication skills, patient care and professionalism.

Accreditation

The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted Accreditation-Provisional status to the Lenoir-Rhyne University Physician Assistant Program sponsored by Lenoir-Rhyne University. Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students. Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class. ([ARC-PA Standard A3.14a](#))

Program Vision

Our vision is that our graduates will be leaders in the health care community, health care technology and clinical practice, continuously striving for excellence in their professional careers.

Program Mission Statement

The Mission of the Master of Science in Physician Assistant Studies Program is to educate highly qualified physician assistants from diverse faith, geographic, socioeconomic and cultural backgrounds; preparing them to become competent and compassionate health care professionals, providing quality healthcare to diverse populations in medically underserved areas locally, nationally and internationally.

Program Goals

The program has six primary goals that are designed to achieve our mission and vision for educating the next generation of highly qualified physician assistants.

1. Evaluate and select highly qualified applicants for admission into the program.
2. Provide students with a rigorous didactic curriculum that promotes lifelong learning skills and prepares them for clinical rotations.
3. Provide students with a comprehensive clinical curriculum that prepares them to pass the Physician Assistant National Certifying Exam and become competent, compassionate, and comprehensive health care providers.
4. Prepare students to make significant contributions in the communities that they serve, foster their ability to improve patient care practices, and promote the PA profession.
5. Recruit and select highly qualified faculty to provide innovative education and training of students, and ongoing assessment and improvement of the program.
6. Maintain program accreditation from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) through a process of continuous program self-assessment.

Goal Achievement

(ARC-PA Standard A3.14B)

1. Evaluate and select highly qualified applicants for admission into the program.

Admissions: Student Preparedness for the Lenoir-Rhyne University Physician Assistant Program, Classes of 2018 & 2019 considered overall GPA, Science GPA, GRE scores and Patient care experience (hours). Also considered where prior military experience, graduate degree and acquisition of prerequisites.

Category	National Average	LRU PA Class of 2018 Average	LRU PA Class of 2019 Average
Overall GPA	3.52	3.4	3.32
Science GPA		3.3	3.22
<i>GRE Scores</i>	304	302.4	306.64
Patient Care Experience (hours)	3,100	5344.12	2567
Graduate Degrees		4 Masters 1 Doctorate	5 Masters 1 Doctorate

2. Provide students with a rigorous didactic curriculum that promotes lifelong learning skills and prepares them for clinical rotations.

Lenoir Rhyne University's Master of Science in Physician Assistant Studies Program is an intense 27 month, year-round program that includes a 15 month didactic phase and a 12 month clinical learning phase. The program provides a comprehensive competency and evidence-based approach to medical education at the professional graduate level with an ongoing commitment to academic excellence and provides a thorough foundation in patient-focused health care delivery emphasizing the values of compassionate, humanistic health care.

The 15 month didactic phase is designed to provide a solid foundation in patient assessment, clinical medicine, and basic medical, behavioral, and social sciences. The didactic phase includes instruction in Anatomy,

Physiology, Pathophysiology, Genetics, Health Assessment and Physical Examination, Pharmacotherapeutics, Clinical Laboratory Medicine, Health Promotion and Disease Prevention, Clinical Medicine, Psychiatry/Behavioral Medicine, Women's Health/Obstetrics and Gynecology, Evidence-Based Medicine and Clinical Case Management, Radiology, Clinical Pediatrics, Emergency Medicine, Physician Assistant History, Professional Practice Issues, Health Policy, Health Care Law and Ethics, Clinical Geriatrics, Surgery, Research Design and Methodology, and a Didactic Summative Evaluation.

The PA program promotes life-long learning skills and the appropriate use of the medical literature in the Evidence Based Medicine, Research Design and Methodology, and Capstone Research Project courses. The Capstone Research Project requires each student to apply specific knowledge and skills acquired in the structured competency-based PA curriculum to a specific research or practical clinical experience oriented project.

The didactic phase includes a variety of learning strategies that combines formal lectures, problem-based learning, practical hands-on clinical laboratory classes, clinical simulation assessment, and objective structured clinical examinations with a focus on competency-based clinical skills, communication skills and advanced critical-thinking problem-solving clinical skills. The didactic curriculum focuses on clinical preparatory sciences, professional issues, and basic medical sciences that sequence information between courses, enabling each student to develop the competencies necessary for transition into the supervised clinical learning phase.

At the culmination of the didactic phase, the Didactic Summative Evaluation (DSE) course focuses on assessment of student history taking and physical examination skills, as well as communication and clinical reasoning ability, the ability to summarize and document clinical encounter findings, and demonstration of psychomotor and critical-thinking skills. Each student must score at least 80% in the DSE course to progress to the clinical learning year.

3. Provide students with a comprehensive clinical curriculum that prepares them to pass the Physician Assistant National Certifying Exam and become competent, compassionate, and comprehensive health care providers.

The 12 month clinical learning phase is divided into eight six-week clinical rotations ending with a comprehensive Summative Evaluation course prior to graduation. There are seven required clinical rotations that include: Internal Medicine, General Surgery, Family Medicine/Geriatrics, Emergency Medicine, Women's Health/OB-Gyn, Pediatrics, and Behavioral Health/Psychiatry. The eighth clinical learning rotation is an elective.

The Clinical Learning phase involves clinical practice experience in a variety of in-patient and out-patient settings and specialties. Students return to campus for a two day period of educational and evaluation activities at the end of each six week clinical rotation that involves a written exam, written and verbal case presentations, clinical simulation assessment, and objective structured clinical examinations with a focus on competency-based clinical skills, communication skills and advanced critical-thinking problem-solving clinical skills. The required Capstone Project is to be completed prior to graduation.

The Clinical Summative Review course is comprehensive in nature and designed to ensure that each student has met defined program objectives for the knowledge, skills, and attitudes suitable for clinical practice. It includes a multi-system approach to assessing patients, the ability to summarize and document findings, and to make differential diagnoses and treatment plans. The Clinical Summative Review course also includes specific clinical skills stations to evaluate each student's psychomotor skills.

The PA program's curriculum is a process of striving for educational excellence and offering students the most current, best-practice, evidence-based medical knowledge. The program has a process of continual assessment of the curriculum to meet this objective, and to implement revisions based on feedback from principal faculty, course directors, adjunct/affiliate faculty, students, clinical preceptors and advisory committee members.

The curriculum is aligned with national norms articulated by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) in its Accreditation Standards for the Physician Assistant

Education, 4th Edition. Graduates are required to sit for the Physician Assistant National Certification Examination (PANCE) and are eligible, upon successful completion of the PANCE, to be licensed and practice medicine under the supervision of a physician.

4. Prepare students to make significant contributions in the communities that they serve, foster their ability to improve patient care practices, and promote the PA profession.

Community service allows LRU Physician Assistant students to improve patient care practices and promote the PA profession. Community service promotes personal and civic responsibility. The LRU Physician Assistant program embraces community service in medically underserved and economically disadvantaged populations. The LRU PA Program was able to facilitate service to the local community by securing a grant from a local foundation that funded a student run clinic in partnership with Greater Hickory Cooperative Christian Ministry Clinic. Community service programs involve PA students in activities that address local needs while promoting their lifelong learning skills and professional development. Students are expected to be involved in providing services through the clinic for at least 20 hours during the didactic phase of training

5. Recruit and select highly qualified faculty to provide innovative education and training of students, and ongoing assessment and improvement of the program.

Lenoir-Rhyne University has provided the Physician Assistant program with a total of 6 FTE faculty members, 8 adjunct faculty members and 20 affiliate faculty members to operate the educational program and to fulfill obligations to matriculating and enrolled students. The faculty members include the Program Director, the Director of Didactic Education, The Director of Clinical Education, and Academic Coordinator and an additional principle faculty member. The Medical Director is one of the 10 adjunct faculty members.

The student to faculty ratio for the LRU PA program is 1 to 14 with the first two cohorts, which is comparable to the national average published annually by the Physician Assistant Educational Association (PAEA). The PAEA Annual Report on Physician Assistant Educational Programs in the United States has published a student to faculty ratio ranging from 12.4 to 17.8, with a five year average of 14.0.

The program focuses on having sufficient content area experts required to teach the depth and breadth of material in the curriculum. The principal faculty members have expertise in a broad range of subjects including, but not limited to, family medicine, internal medicine, emergency medicine, geriatrics, international medicine, public health and cardiology.

6. Maintain program accreditation from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) through a process of continuous program self-assessment.

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Provisional Accreditation to the Masters of Science in Physician Assistant Studies Program sponsored by Lenoir-Rhyne University. The program is scheduled for a monitoring site visit in December 2017. While accreditation is considered a voluntary process, it is essential for practice in the United States, to be eligible to sit for the Physician Assistant National Certifying Examination (PANCE) administered by the National Commission on Certification of Physician Assistants (NCCPA), and for obtaining a state license.

Program Goals

The initial goal of the program is to obtain provisional accreditation from the ARC-PA and select qualified candidates for enrollment in the program its first class. Notice of provisional accreditation status is also posted on the program's website and will be made immediately available to all applicants in CASPA.

Graduation rates and PANCE pass rates will also be provided to prospective students and available on the website and in published program materials.

Graduation and PANCE pass rates, job placement information, and attrition rates will become available as the first cohort (Spring 2016) becomes eligible for program completion in 2018.

	2018	2019	2020	2021	2022
Graduation Rates	88%				
Job Placement					
Attrition Rates	12%				

PANCE – Physician Assistant National Certification Examination
(ARC-PA Standard A3.14C)

PANCE is the Physician Assistant National Certification Examination.

The Lenoir-Rhyne University MSPAS program currently has a 100% Pass Rate for their first cohort.

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) granted provisional accreditation in September 2015. The Program matriculated its first cohort in January 2016 and its second cohort in January 2017.

Class	Group	Year	Students	Program (All Test Takers) Pass Rate %
Class of 2018	All Examinations	2018	27	100%
	First Time Takers	2018	27	100%
Class of 2019	All Examinations			
	First Time Takers			
Class of 2020	All Examinations			
	First Time Takers			
Class of 2021	All Examinations			
	First Time Takers			
Class of 2022	All Examinations			
	First Time Takers			

Program Outcomes

Educational Objectives, Competencies and Outcomes

A graduate of the Lenoir-Rhyne Masters of Science in Physician Assistant Studies must exemplify the ethics, values and behaviors of the medical profession. As such, the graduate must consistently demonstrate compassion, respect, honesty, integrity accountability, altruism, prudence, social justice and commitment to excellence in all professional and personal responsibilities. *The graduate is expected to apply these behaviors in all of the following competencies:*

Patient Care

The graduate will be able to approach the care of patients as a cooperative endeavor, integrating patients' concerns, ensuring their health needs are addressed and comprehensively evaluate patients by:

- Obtaining accurate and pertinent medical histories
- Conducting appropriate and thorough physical examinations
- Gathering detailed ancillary information; synthesizing all relevant data to generate prioritized differential diagnoses
- Formulate plans of care that reflect an understanding of the environment in which health care is delivered
- Use the best available information to develop patient care plans that reflect cost-effective utilization of diagnostic tools and therapeutic interventions appropriate for each unique patient and/or patient population and that are delivered in a compassionate, safe and error-limited environment
- Understand the role of disease prevention and health promotion in relation to individual patients and/or patient populations and utilize these principles in clinical encounters

Medical Knowledge and Skills

The graduate is able to:

- Demonstrate a broad working knowledge of the fundamental science, principles, and processes basic to the practice of medicine and apply this knowledge in a judicious and consistent manner to prevent common health problems and achieve effective and safe patient care
- Understand the clinical relevance of scientific inquiry and demonstrate the ability to evaluate emerging knowledge and research as it applies to diagnosis, treatment and the prevention of disease.
- Utilize state of the art information technology and tools to retrieve, manage and use biomedical information in the care of individuals and populations
- Understand the indications, contraindications, and potential complications of common clinical procedures and perform the basic clinical procedures expected of a graduate Physician Assistant

Interpersonal Communication

The graduate is able to:

- Demonstrate leadership and collaborate effectively with other healthcare team members and professional associates
- Understand how human diversity may influence or interfere with exchange of information
- Use effective listening, observational, and communication techniques in all professional interactions
- Produce timely documentation and communication that is clear, concise, and organized, in a way that optimizes patient care and minimizes medical errors.
- Use information technology appropriately to manage medical information and patient care decisions, promote education, and communicate in the interests of patients

- Effectively prepare and deliver educational materials to individuals and groups

Systems-Based Practice

The graduate is able to:

- Understand the institutions and individuals that participate in healthcare delivery and the role of the provider in the health care system
- Appropriately use system resources and assist patients in accessing health care that is safe, effective, patient-centered, timely, efficient and equitable
- Understand the interdependence of the component parts of the healthcare system and the potential for unintended consequences within the system
- Identify and utilize professional role models as a means of growth and accept the responsibility of acting as a role model and teaching and training others

Practice-Based & Life Long Learning

The graduate is able to:

- Evaluate the performance of individuals and systems to identify opportunities for improvement.
- Seek out and apply best practices, measure the effect of changes and develop strategies to improve performance
- Demonstrate an understanding of the role of the student and practicing medical provider in the improvement of the healthcare delivery system
- Identify one's own strengths, weaknesses and limits
- Seek and respond appropriately to performance feedback
- Maintain an appropriate balance of personal and professional commitments
- Seek help and advice when needed

Completion Deadlines for Curriculum Requirements

(ARC-PA Standard A3.17b, c)

- Didactic Phase: requirements for each course in the curriculum must be completed by the end of each semester.
- Clinical Phase: requirements for each clinical rotation must be completed by the conclusion of each End-of-Rotation (EOR) session.

Progress towards Degree

1. An academic grade point average of 3.0 on a 4.0 scale is required for the master's degree.
2. An application for graduation should be filed with the Registrar's Office two semesters prior to the student's anticipated graduation date. Forms may be found on the University's website at <http://www.lr.edu/academics/office-of-registrar>.

Technical and Professional Standards

(ARC-PA Standard A3.15d, e)

Physician Assistant Education is recognized as a broad-based process that requires the acquisition of general knowledge in all fields of medicine and of the basic skills required for the practice of medicine, regardless of specialty.

The education of a PA in the Lenoir-Rhyne University Physician Assistant Program requires assimilation of knowledge, acquisition of skills, and development of judgment. This is accomplished through patient care experience that prepares the student to make appropriate decisions of a semi-autonomous nature that is required of medical providers trained at this level. The current practice of medicine emphasizes a team

approach to health care delivery with collaboration among physicians and other allied health care professionals as well as the patients and their families.

The Program's standards and essential functions of medical education shape the requirements for admission, retention, and graduation of applicants and students. Students must be capable of meeting the Standards described herein. Applicants are assessed without regard to sex, race, religion, color, national or ethnic origin, age, physical disability, or sexual preference. Admission to the Program is competitive and is based on individual merit and performance within each applicant pool for a given academic year, and not on personal convictions or preferences.

The Standards, along with the Lenoir-Rhyne PA Program policies, procedures and process for the admission and education of PA students, parallel those set forth by the Physician Assistant Competencies published by the ARC-PA, AAPA, NCCPA and PAEA, and inform and guide the decisions of the Lenoir-Rhyne PA Program faculty. All students of medicine, including PA students, must possess those intellectual, ethical, physical and emotional capabilities required to undertake the full curriculum and to achieve the levels of competence required by the faculty.

For any appeals, questions, or concerns contact:

Sherry P. Proctor, Director of Disability Services

Cornerstone House

Phone: 828-328-7296

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E-mail: sherry.proctor@lr.edu

Or refer to: <http://student.lr.edu/cornerstone/disability-services>

Technical Standards

Observation

- The student must have the ability to master the course work presented in the form of lectures, written material and projected images. For many required tasks, observation necessitates the functional and mixed use of the sense of vision and other sensory modalities.
- Learning is enhanced by the functional use of the senses of smell and touch. The candidate must possess adequate sensation of vision, hearing, equilibrium, smell, taste, touch, pain, temperature, position, pressure, movement, stereognosis, and vibration, particularly when gross and/or subtle changes in symmetry are present.
- The student must have the cognitive abilities necessary to master relevant content in basic science and clinical courses at a level and pace deemed appropriate by the faculty. These skills may be described as the ability to comprehend, memorize, analyze, and synthesize material.
- The student must also be able to discern and comprehend dimensional and spatial relationships of structures and to develop reasoning and decision-making skills appropriate to the practice of medicine.
- Students must be able to perceive, by the use of senses and mental abilities, the presentation of information through small group discussions and presentations, large-group lectures, one-on-one interactions, demonstrations, laboratory experiments, patient encounters, diagnostic findings, procedures, and written material and audiovisual materials.
- Representative examples of materials/occasions requiring perceptual abilities in the first year include, but are not limited to: books, diagrams, discussions, photographs, x-rays, clinical case presentations, patient interviews and physical examinations, completion of cognitive and skills requirements for ACLS and PALS certification, and performance of suturing, casting, splinting, gowning, gloving, surgical scrubbing and establishing/maintaining sterile fields in the operating room setting.
- Additional examples from the second (clinical) year include, but are not limited to: physical exams; rectal and pelvic exams; examinations with stethoscopes, otoscopes, ophthalmoscopes, sphygmomanometers, and reflex hammers; verbal communication and non-verbal cues (as in taking a

patient's history or working with a medical team); live and televised surgical procedures; assisting at surgery and childbirth; x-rays, MRIs, and other diagnostic findings; online computer searches; and, responding to a wide variety of urgent and/or emergent patient presentations.

Communication

- The student must have the ability to take a medical history and perform a physical examination.
- The student must be capable of perceiving the signs of disease or distress as manifested through the physical examination so these findings can be communicated verbally or in writing or both. Such information is derived from viewing and touching the body surfaces, palpable changes in various organs, and auditory information (patient voice, heart tones, bowel, and lung sounds).
- The student must be able to communicate effectively (in English) with patients and family, physicians, and other members of the health care team. These communication skills require the ability to assess all information, including the recognition of the significance of non-verbal responses, and immediate assessment of information provided to allow for appropriate, well-focused follow-up inquiry.
- The student must be capable of responsive, empathetic listening to establish rapport in a way that promotes openness on issues of concern and sensitivity to potential cultural differences, and includes interacting therapeutically with psychiatric patients. In essence, this requires that the student be able to function, often in a fast paced environment, in order to:
 - Elicit information
 - Convey information
 - Clarify information
 - Create rapport
 - Develop therapeutic relationships
 - Demonstrate competencies
- The student must be able to skillfully process and communicate information regarding the patient's status accurately and in a timely manner to the physician supervisors and all other members of the health care team.
- Complete, accurate information then needs to be communicated in a succinct, yet comprehensive manner, in settings in which the time available is limited.
- This may include, but is not limited to, participating in clinical rounds and conferences, oral presentations to physicians or other members of the healthcare team, written or dictated patient assessments and writing prescriptions.
- Appropriate communication may also depend on the student's ability to make a correct judgment in seeking supervision and consultation in a timely manner, particularly in urgent and emergent situations.

Sensory and Motor Function

- The student must have sufficient sensory and motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers.
- The student will be required to coordinate both gross and fine muscular movements, equilibrium, and functional use of the senses of hearing, touch and vision.
- More specifically, the student must be able to exercise such fine motor skill as to adequately perform laboratory tests, including but not limited to, wet mount, urinalysis and gram stain.
- The student must exercise such level of dexterity, sensation and visual acuity as to competently and accurately complete such processes as administering intravenous medication, making fine measurements of angles and size, measuring blood pressure, respiration and pulse, performing physical examinations, and performing therapeutic procedures such as phlebotomy, EKGs, reading radiographs, suturing and casting.

- The student must be able to hear sufficiently to accurately differentiate percussive notes and auscultatory findings, including but not limited to heart, lung, and abdominal sounds, as well as discern normal and abnormal findings using instruments such as tuning forks, stethoscopes, sphygmomanometers, and Doppler devices.
- A student must be able to transport him or herself in a manner which provides timely response in both general and emergency care situations. Moving patients and engaging in some procedures requires the level of skill, strength and endurance necessary to perform the procedure(s) quickly, safely, effectively and for a reasonable period of time, often in a stressful environment.
- Examples of emergency treatment reasonably required of a PA are cardiopulmonary resuscitation, the administration of intravenous medication, application of pressure to stop bleeding, the opening of obstructed airways, the suturing of simple wounds, and the performance of simple obstetrical maneuvers. Such actions often require simultaneous coordination of gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision.

Intellectual-Conceptual, Integrative and Quantitative Abilities; *Students must be able to demonstrate higher-level cognitive abilities, which include:*

- Rational thought
- Measurement
- Calculation
- Visual-spatial comprehension
- Conceptualization
- Analysis
- Synthesis
- Organization
- Representations (oral, written, diagrammatic, three dimensional)
- Memory
- Application
- Clinical reasoning
- Ethical reasoning
- Sound judgment

Behavioral and Social Attributes

- A candidate must possess the emotional health required for full utilization of his or her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with patients.
- Candidates must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of many patients.
- Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all personal qualities that are assessed during the admissions and throughout the education processes.
- The student must be able to understand the basis and content of medical ethics.
- The student must possess attributes that include compassion, empathy, altruism, integrity, responsibility, and tolerance. (See Professional Behaviors, below)
- The student must have the emotional stability to function effectively under stress and to adapt to an environment that may change rapidly, without warning, and/or in unpredictable ways.

Professional Behavior

The physician assistant profession and PA education programs generally have an excellent reputation for instilling an appropriate sense of professional behavior in PA students and graduates.

In order to foster and continue this tradition, the students and faculty of the Lenoir-Rhyne University Physician Assistant Program have cooperated in developing a process that addresses instances of negative student behaviors.

Early recognition of positive behaviors and elimination of unprofessional behaviors benefits the individual student, the student body and the program. It also helps avoid the possibility that a student might progress through the program with an adequate fund of knowledge and clinical skills, only to be found lacking in their ability to meet the program's technical standards or demonstrate the professional behaviors necessary for PA practice as a member of the health care team.

Professional Code of Conduct

Professionalism is the expression of positive values and ideals as care is delivered. Foremost, it involves prioritizing the interests of those being served above one's own. Physician assistants must acknowledge their professional and personal limitations. Professionalism also requires that PAs practice without impairment from substance abuse, cognitive deficiency or mental illness. Physician assistants must demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population, and adherence to legal and regulatory requirements.

Physician assistants are expected to demonstrate:

- Understanding of legal and regulatory requirements, as well as the appropriate role of the physician assistant
- Professional relationships with physician supervisors and other health care providers
- Respect, compassion, and integrity
- Accountability to patients, society, and the profession
- Commitment to excellence and on-going professional development
- Commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices
- Sensitivity and responsiveness to patients' culture, age, gender, and abilities
- Self-reflection, critical curiosity, and initiative
- Healthy behaviors and life balance
- Commitment to the education of students and other health care professionals

Professional Honor Code

All students of the Lenoir-Rhyne University PA Program must consistently display integrity, honesty, empathy, caring, fairness, respect for self and others, diligence, and dedication.

Students in the PA Program are expected to comport themselves in a professional manner in the classroom, in clinical sites, on campus, and at all other times. Expected conduct is specified in the Lenoir-Rhyne University Student Handbook, the PA Program's Student Handbook, and Clinical Manual and in syllabi and other materials distributed by instructors.

Honesty and Integrity

- Contribute to a positive image of the medical profession.
- Serve the interests and welfare of the patient and the community above our own self-interest
- Respect the rights of patients, staff, colleagues, and other health professionals.
- Safeguard patient confidences and privacy within the constraints of the law.
- Deal with confidential information appropriately and discreetly.
- Understand the general principles of ethical behavior and their application to performance expectations of any course of study, examination, or other evaluations.

Respect Instructors, Staff, Peers, Patients, and Families

- Treat those with whom they work with respect, trust, and dignity.
- Refrain from engaging in unwanted/inappropriate romantic and sexual behaviors or any other unprofessional behaviors.
- Respect rights such as privacy, confidentiality, informed consent, and others.
- Communicate in a sensitive manner and do not discriminate on the basis of age, gender, intelligence, medical condition, nationality or ethnic origin, physical or mental disability, race, religion, sexual orientation, or socioeconomic status.

Responsibility and Accountability

- Maintain academic, patient care and service as our highest priority.
- Be accountable for deadlines and complete assignments/responsibilities in a timely fashion.
- Recognize and report peers' errors, fraud, poor behavior, deficiency in character, and incompetence.
- Identify one's own limitations and developmental needs, and seek approaches for improvement.
- Present oneself in a professional manner with respect to dress, hygiene, body language, composure, and gestures.
- Tolerate physically, emotionally, and mentally demanding workloads
- Function effectively under stress, and proactively make use of available resources to help maintain both physical and mental health;
- Adapt to changing environments, display flexibility, and be able to learn in the face of uncertainty;
- Take responsibility for themselves and their behaviors.

Professional Standards

- Professionals have a moral responsibility to themselves, to their patients, to their associates, and to the institution with which they are affiliated, to provide the best service possible.
- Personal ethics require certain inherent elements of character that include honesty, loyalty, understanding, and the ability to respect the rights and dignity of others.
- Personal ethics require conscientious preparation during one's academic years for eventual professional duties and responsibilities.
- A continuation of the development of professional efficiency should be accomplished by observation, study, and investigation during one's entire professional life.
- Strength of character should enable one to rise above prejudice in regard to race, creed, or economic status in the interest of better professional service.
- To maintain optimum professional performance, one should be personally responsible for maintaining proper physical and moral fitness.
- Finally, it must be realized that no action of the individual can be entirely separated from the reputation of the individual or of his or her profession. Therefore, a serious and primary obligation of the individual is to uphold the dignity and honor of his or her chosen profession by thoughts, words, and actions.
- The public expects that those in medical professions will adhere to a set of values that reflect their commitment to excellence, responsibility, respect for all, integrity, prudence and trustworthiness.

Unprofessional Behavior

Behavior that is disruptive and undermines the working or learning environment or that promotes or contributes to a negative and anxiety producing classroom or working environment is deemed unprofessional. Unprofessional behavior encompasses speech, body language and attitudes that are seen as offensive, disruptive or anxiety producing.

Examples of Unprofessional behavior include:

- Breaches in patient confidentiality
- Public intoxication or substance abuse, including use of alcohol or drugs
- Distribution of material that includes disparaging comments about populations of people

- Lack of self-control in encounters with peers, patients, faculty, staff, and other health professionals
- Criminal activity
- Interpersonal violence
- Distribution of defamatory, vulgar, negative or disparaging comments about the University, the Program faculty, staff and peers
- Misrepresentation of credentials, abilities, or position
- Persistent/repetitive negative or disparaging comments about courses, faculty or the program
- Rudeness in speech or behavior towards faculty, administrative personnel or fellow students
- Displaying lack of respect for classmates and faculty in speech, tone, facial expressions and body language/gestures
- Not open or responsive to faculty advising and counseling in reference to behavior
- Frequent engagement of confrontation with faculty or fellow classmates
- Not respecting someone's age difference, experience or position of authority
- Not taking responsibility for behavior
- Persistent tardiness
- Unexcused absences